

Creative exercises



Double Mighty

A feedback-giving exercise

Aim: Detailed verbalization of feedback, and supporting and developing the strengths of a classmate

Duration: 20 min.

- First, a Mightifier round is carried out, in which the students are instructed to select one strength that they have already had time to get to know well, that they have noticed in the actions of their classmate.
- When the feedback has been read, the teacher begins a new round, but asks the students to select the same classmate again from the list. Then, they write again about the same strength:
 - In what situation you noticed the strength
 - In what actions or deeds the strength came out clearly
 - How the classmate could develop the strength even more; what things they could do more
- *A Mightifier tip! Carry out the next round too so that the students give feedback still to the same classmate about some other strength, twice.*



Mighty thoughts flow

Spontaneous writing (self-regulation, creativity, persistence)

Aim: The development of their own feedback writing and reducing the amount of self-criticism related to writing

Duration: 15 min.

- The teacher secretly designates one student for each student. Some familiar strength that feels easy to write about can be taken as the strength, or the students can be allowed to choose the strength of the classmate by themselves.
- The feedback about the chosen strength is written in their own exercise books through a stream of consciousness technique. So, they write everything that comes into their minds 'with their pens blazing'. The most important thing is that there are no breaks during the writing.
- Feedback is written for a time set by the teacher, for example one minute. When the writing is begun, the pen can only be taken off the paper when the teacher announces that the time is up.
- On this occasion, the quality of the feedback does not matter. The main thing is that writing is continued even if the text doesn't seem sensible or logical. The teacher encourages the students to go on, even if they feel that they can't come up with anything more.

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Mighty thoughts flow

- The students pick out the essence from the text that they've written, which is then sent to the classmate via Mightifier.
- When everyone has read their own feedback, the original text of the giver of the feedback is looked at and creating text is discussed.
- *A tip! This is a task that's worth repeating at least a few times, because the first time may feel difficult for the students, but the following times will already be easier. The student will also experience success more easily if the task is repeated. The same task can also be done by speaking, for example during an articulation lesson.*





Mighty monitoring

An observation and feedback-giving exercise

Aim: Monitoring the strength of a classmate and verbalizing it in as diverse a way as possible

Duration: A classmate is followed for one school day in its entirety, and the next day a Mightifier round is carried out

- The teacher designates one student for each student in advance, whose actions they then observe over the course of one school day.
- The teacher names one or two different strengths that will be concentrated on.
- The students make notes of their observations.
- The next day, the teacher begins a Mightifier round so that the students choose the friend whose activities they have followed as their partner.
- The feedback is written in as diverse a way as possible by following their own notes.



Happiness and self-esteem raising exercise

Aim: One student's moment to get positive feedback from everyone else

Duration: One lesson or a whole day

- Today, everyone writes feedback for one student designated by the teacher.
- The exercise is begun with a presentation by the student, in which the student can tell about their own core strengths and ask for feedback about the things they want.
- *Mighty alternatives! The students follow the actions of the chosen student, for example over the course of a day, and record their thoughts in the Mightifier diary OR the students write feedback immediately after the presentation by using the application.*
- *A Mighty tip! Mighty days can be arranged, for example, always on the birthdays of the students.*



The story of the Bear

An independent writing task

Aim: Creative writing about strengths and coming up with a story (kindness, creativity, curiosity)

Duration: Can always be done at times when a student has nothing else to do

- Each student uses their own time to give feedback. At some times, the text comes easily, while at others it has to be thought about for a longer time.
- It's important that the students don't feel that they have to hurry with the feedback. The story of the Bear is a task that can be gone into in depth when their own feedback is already complete.

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The story of the Bear

- You've surely noticed the Mighty Bear greeting you when you open up Mightifier. Perhaps you've thought about where the bear came from and what its story is.
- Now, we'll write the story of the Bear.
- Where does the Bear live?
- What kinds of friends does the Bear have?
- What foods does the Bear like?
- What hobbies does the Bear have?
- What are the strengths of the Bear?
- What do its friends think are the best things about the Bear?



The Mighty diary

- The diary is meant for the student's own notes. Observations, notes and feelings about writing and reading feedback are collected in it.
- Also record your most unforgettable pieces of feedback, observations about the strengths of classmates and moments when you've experienced successes.





The friendship of the Bear and Birdy

An Independent writing task

Aim: Creative writing about strengths and coming up with a story (kindness, teamwork, creativity)

Duration: Can always be done at times when a student has nothing else to do

A Mighty diary exercise

Think about and write:

The Bear and Birdy have already been friends for a long time

- How did they meet?
- How did the friendship begin?
- How do they take care of their friend? (Acts of friendship, compassion)
- What kinds of deeds do they especially appreciate each other for?





Personal Mighty strengths

Aim: Finding one's own top strengths

Duration: The whole semester

- After doing around 10-20 rounds of Mightifier, which strengths the students have received the most feedback about can be examined.
- Three to five strengths are written in the 'portfolio' of their own strengths.
- Everyone also writes which strengths they themselves feel they have.
- A poster of their own top strengths is compiled from these.
- The poster is first drafted and the pieces of feedback related to strengths that are the most significant for the students themselves are written on it in a summarized way.
- If the students are already able to think about the relationship between strengths and the areas of intertwinement, those can also be written about.
- The students' own top strengths can be charted twice a year, for example, when it can be seen whether the top strengths have changed.





The Mighty strengths of our class

- With the aid of the questionnaire, the core strengths of the class can be seen easily and they can be monitored together with the teacher's monitoring tool.
- A wall poster about the top strengths of the class can be made together.





Mighty tunes

A cheerful and fun exercise to boost class atmosphere

Goal: To build self-esteem and lift class spirit, noticing one's unique capability to understand and develop strengths with the help of music.

- Students come up with theme songs for each Mightifier strength that they think best describes the strength.
- Teacher first asks the students to choose a song for one strength, or students can start picking songs fitting their own Mighty strengths.
- Students can use different playlists or play, sing, and compose music on their own.
- Exercise can be done as a pair work group work. However, it might be more fun to do it in a group.
- In this exercise, it is important to emphasize every student's personal preference in choosing the songs. The teacher can also help the students to verbalize the topics the song represents to them.
- Chosen strength songs can be played in the class to lift up the atmosphere or to encourage the students.
- Strength songs can be used as student's personal strength theme songs, or a class can choose their own strength song.

